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ABSTRACT

In 1988, Midlands Technical College (MTC) launched a comprehensive institutional effectiveness initiative involving two primary components, planning and evaluation. Planning at MTC is composed of a strategic planning cycle and a complementary operational planning cycle. Strategic planning, conducted in two-year cycles, establishes the essential major directions for the college that have emerged in response to the assessment of needs of faculty, staff, students and the community, and the results of the evaluation component of the effectiveness program. Operational planning is an ongoing process at the college in which each spring, departments develop sets of objectives and action plans for the coming year. As part of the evaluation, the President's executive staff reviews the results of activities undertaken through the action plans. The evaluation process has also included the identification of six Critical Success Factors and the development of specific indicators of effectiveness and a set of measurable criteria to evaluate each factor. Specific activities providing information needed to assess the effectiveness of the Critical Success Factors include: student learning outcomes measures; implementation of student tracking systems; retention studies; and ongoing student satisfaction surveys. Departmental action plan forms, and a matrix chart of Critical Success Factors with the related institutional effectiveness indicators are included. The appendix provides MTC's mission statement, and profiles of each of the six Critical Success Factors, including sources of the assessment data and specific actions taken. (JMC)

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INSTITUTIONAL EFFECTIVENESS: MASTERING THE PROCESS BEFORE IT MASTERS YOU

Leadership 2000 Forum
July 10, 1990

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Institutional effectiveness is one of the hottest topics in postsecondary education today. There are numerous reasons for the interest now being shown in effectiveness and accountability. Several national task force reports in the 1980s reported a declining confidence in the value of a college degree. Increasing demands for tax dollars have forced legislators to push for accountability in the use of public funds. The competition for students, just beginning to be felt by many institutions, contributed to an emphasis on results.

In the late 1980s, while higher education debated the issue of accountability, state legislators and state coordination boards developed mandated requirements for effectiveness. According to the American Council on Education, two-thirds of the states now have some form of accountability legislation and/or policy. The national consensus supporting assessment was never more evident than in the recent report of the President's Education Conference, held in the fall of 1989. The conference's focus was public education. However, the governors expressed such deep concerns regarding accountability in higher education that an entire session was devoted to the topic. The governor's concerns were expressed by New Jersey Governor Thomas H. Kern (now president of Drew University) who stated, "There is a good deal of feeling among governors that higher education is not accountable--that what is driving it is not accountability, either academic or fiscal."

South Carolina has not waited for a national mandate to legislate effectiveness activities. In June 1988, South Carolina Governor Carrol A. Campbell, Jr., signed into law Act 629, known as the "Cutting Edge" legislation, making it mandatory that South Carolina colleges maintain effective systems of quality assessment and accountability to: (1) determine institutional effectiveness; (2) disseminate the results of outcomes to constituents within the state; and (3) initiate changes in curriculum, programs, and policy based on data related to institutional effectiveness. Sensing the importance of effectiveness activities such as planning and evaluation to overall college improvement, the faculty, staff, and Commission of Midlands Technical College (MTC) demonstrated their commitment to accountability in the fall of 1986 by initiating a strategic planning process that produced the Vision of Excellence, a document outlining the commitment

of the college to meet the challenges of the 21st century. To assure translation of the Vision into reality, the college launched a comprehensive institutional effectiveness initiative in 1988 that goes beyond South Carolina's mandated requirements.

INSTITUTIONAL EFFECTIVENESS DEFINED

Institutional effectiveness, as it is understood at Midlands Technical College, is more than a synonym for program evaluation or assessment of student outcomes. It is an institutional perspective that focuses on accurate planning, the assessment of accomplishments (both of students and the college's overall effectiveness), and the use of assessment results for planning and decision-making. Thus, the college's definition of institutional effectiveness has two major components: planning and evaluation. Within the context of the college's institutional effectiveness program, planning and evaluation are defined as:

> **Planning:** a process which documents the intended purpose, direction, and expected outcomes of the college and provides a mechanism for periodic review and updating of programs and services based on goals and outcomes.
>
> **Evaluation:** A systematic process of measuring the college against its stated purpose and indicators of effectiveness, in terms of outcomes accomplished.

Planning

Planning at Midlands Technical College is composed of a strategic planning cycle and a complementary operational planning cycle.

Strategic planning establishes the essential major directions for the college that have been determined in response to the assessment of the needs of the Central Midlands community, our students, the faculty and staff, and the results of the evaluation component of the institutional effectiveness program. The strategic planning process is

conducted in two-year cycles, beginning in January and ending in July. The elements of strategic planning at MTC include:

1. development of planning assumptions based upon national, state, and local environmental and demographic factors and the college's ability to respond to those factors;
2. review of the college's statement of Mission, including Role and Scope and Values; and
3. development of a long-range plan focusing on five-year institutional goals and annual priority initiatives that will enable the college to fulfill its Mission.

Operational planning is an on-going annual process at the college that provides the details for translating the college's priority initiatives into actions. In the spring, each department of the college develops a set of annual objectives for the next fiscal year, beginning on July 1. The department or unit's objectives and action plans (page 4) are reviewed by the appropriate vice president or director to ensure that objectives and action plans correlate with the college's goals and priority initiatives.

Another major operational planning activity is the development of the annual operational budget of the college. Funding levels by divisions are influenced by the planning process and by known continuing costs. Budget preparation is highly participatory, with each cost center developing its annual objectives and its funding requirements. These are combined and submitted by the Executive Staff for each division in February. The total budget requests and projected available income are reviewed by the Executive Staff in April. Decisions on projected new expenditures, based on available revenue, are negotiated among the Executive Staff, with input received from all departments.

EVALUATION

Evaluation is not looked upon as a once-a-year event to assure completion of the planning cycle. It is a collegewide commitment to ongoing process and product review.

1990-91 ANNUAL OBJECTIVES
ACTION PLAN

Division/Department: _____ **Date:** _____

Institutional Goal/Priority Initiative:

1990-91 Objective:

1. List the actions/implementation procedures necessary to accomplish this objective, with anticipated beginning and completion dates.

2. Identify specific resources required to carry out the action plan.

3. Specify the measurement criteria and anticipated outcomes you will use to measure your success in achieving this objective.

4. Indicate any other divisions/programs that will be directly affected by this action plan and how the coordination between/among programs will be accomplished.

Coordinated by the Executive Staff and supported by an internal institutional effectiveness committee, evaluation is implemented in the appropriate units or departments.

The college's annual progress in achieving its stated institutional goals and priority new initiatives continues to be a major component of the evaluation program. Each July, members of the President's Executive Staff review the results of activities undertaken in support of the new initiatives during the past school year. A summative evaluation of the college's performance is then presented to the Board of Trustees at their annual retreat in August. This report includes an Institutional Effectiveness Report Card that provides quantitative and qualitative information on the college's progress against identified standards of excellence.

As the new emphasis on planning and evaluation evolved from 1987 to 1989, the college's administrators realized that focusing evaluation on long-range and annual objectives was not providing a complete picture of the college's overall effectiveness. The long-range and annual objectives dealt with new initiatives, but no mechanism was in place to systematically assess ongoing college programs and services. The college's administration decided they needed a set of criteria that would answer the question, "How effective is our institution in providing ongoing programs and services to our students?"

Critical Success Factors

After a review of several national models, including a model developed by the Sloan School of Business at MIT and DeAnza College's adaptation of that model, the college determined that the six broad performance characteristics listed below are of paramount importance to the ultimate success of the college and its students.

- Accessible, Comprehensive Programs of High Quality
- Student Satisfaction and Retention
- Post Education Satisfaction and Success
- Economic Development and Community Involvement
- Sound, Effective Resource Management
- Dynamic Organizational Involvement and Development

These six performance characteristics are called Critical Success Factors. As defined in the North Carolina Community College System Effectiveness Model (which used MTC's model as a source in developing their model), Critical Success Factors are "The key things that must go right for the system to flourish and achieve its goals." A definition of each Critical Success Factor is presented below.

Accessible, Comprehensive Programs of High Quality - The first major determinant of the college's effectiveness is a strong academic curriculum. It should provide opportunities for access to the college, while monitoring placement within an individual program based upon a student's projected likelihood of success. It should be comprehensive, with quality instruction and support services that prepare the student to successfully transfer to a senior institution or enter the workplace.

Student Satisfaction and Retention - Students are the college's number one clients and products. Retention of students to goal completion is critical to accomplishing the college's Mission. Their satisfaction with the academic programs, support services, facilities, and extra-curricular opportunities directly affect their retention.

Post Education Satisfaction and Success - Employment preparation and transfer success are two dimensions of the college's mission that must be successful for the college to consider itself effective. In-field placement rates of graduates and transfer students' GPAs should reflect the extent to which the college has effectively prepared students for post education success.

Economic Development and Community Involvement - For Midlands Technical College to truly be a community college, its programs, services, and students must contribute to the community the college serves. The college supports economic development through the appropriate education and training of entry-level workers and the retraining of current employees, based on local business and industry demands. In addition, as a community college, Midlands' faculty and staff are encouraged to become actively involved in the community and to host community groups on campus.

Sound, Effective Resource Management - In order to be effective, the college must be fiscally responsible to the citizens and students who provide its resources. This

includes adequate and equitable distribution of funds, appropriate use of personnel and facilities, and support of the college by both public and private entities.

Dynamic Organizational Involvement and Development - The faculty and staff who work at Midlands Technical College are its most valuable resources. Their ongoing professional development and enthusiasm for the Vision of Excellence measurably affects the college's effectiveness in serving students. The college will provide professional development opportunities, be a proactive supporter of affirmative action, and support equitable salaries for all employees.

Indicators of Effectiveness

In order to monitor and measure how well the college is performing relative to each Critical Success Factor, Indicators of Effectiveness and a set of measurable criteria have been developed for each factor. The indicators and their supporting measurement criteria are the observed, quantified, and qualified results of performance. They provide a structure and a mechanism for organizing the review and evaluation of MTC's effectiveness in key areas. A matrix of the Critical Success Factors and Indicators of Effectiveness is presented on page 8.

A draft set of measurement criteria have been developed for each indicator. The measurement criteria vary. Some are based on comparison of MTC's performance to the performance of other colleges in the state's technical college system or the nation that are of similar size and have similar missions. However, the college is being very selective in the use of norms or comparative data due to the uniqueness of the college's service population. Past performance or internal trend studies are used as data become available. The Critical Success Factors and supporting Indicators of Effectiveness are reviewed annually in July to provide information on the college's overall effectiveness.

Examples of activities that provide information needed to assess the effectiveness by Critical Success Factors begin on page 9.

CRITICAL SUCCESS FACTORS
AND
INSTITUTIONAL EFFECTIVENESS INDICATORS

-A-	A-1	A-2	A-3	A-4	A-5
Accessible, Comprehensive Programs of High Quality	Enrollment Management	Access and Equity	Mastery of General Education Competencies	Evaluation of Academic Program	Secondary and Postsecondary Articulations
-B-	B-1	B-2	B-3	B-4	B-5
Student Satisfaction and Retention	Satisfaction with Instruction and Support Services	Successful Achievement of Students' Goals	Program Completion Rates	Assessment of Student Development	Accurate Entry Testing and Course Placement
-C-	C-1	C-2	C-3	C-4	
Post Education Satisfaction and Success	Graduate Placement Rates	Success of Transfer Students	Employer Satisfaction with Graduates	Graduate's Satisfaction with Education/Training	
-D-	D-1	D-2	D-3	D-4	
Economic Development and Community Involvement	Industry Training Related to Economic Development	Positive Community/ College Interaction	Alumni Support and Involvement	Positive Economic Impact Study	
-E-	E-1	E-2	E-3	E-4	
Sound, Effective Resource Management	Distribution of Resources	Facility Adequacy, Use, and Condition	Faculty Loading	Successful Acquisition of Public/Private Resources	
-F-	F-1	F-2	F-3	F-4	
Dynamic Organizational Involvement and Development	Ongoing Professional Development of Faculty and Staff	Positive Organizational Climate	Affirmative Action Plan	Support for Faculty/Staff Salary Equity	

Academic Program Assessment System

In 1988, the college instituted a comprehensive academic program assessment system that examines the effectiveness of majors or academic departments every three to five years. The assessment is conducted from a variety of perspectives: those of students, graduates, advisory committee members, employers, faculty, and administration. The process assesses effectiveness using a mixture of success indicators such as: enrollment, retention, program completion, job placement, program capstone competencies, external reviewers, exit tests, student technical skills, developmental/remediation programs, and employer/student/graduate satisfaction. The most important focus of this effort is students--their learning outcomes and their successes.

Student Satisfaction and Retention

Because of the diversity of students served by the community college, student satisfaction and retention is a major Critical Success Factor at MTC. In 1989-90, the college received funding through the Strengthening Institutions Program, Title III, Higher Education Act of 1965, to implement a retention project.

The retention project is coordinated by the Student Development Services Division and supported by an inter-divisional retention committee. Numerous measures are being used to monitor and determine the results of the retention study. They include: a cohort tracking system that will track by program areas, student goals, and high risk students; a measure of the increase in utilization of student services; and student surveys. By September, 1990, an institutional report will assess the accuracy of course placement for all curriculum students. A report on retention patterns for each academic program, division, and the total college on a term-to-term and year-to-year basis will be available, beginning in the fall of 1990.

Mastery of General Education

The assessment of general education competencies within MTC's associate degree programs means measuring the extent to which students in all degree programs demon-

strate competence in meeting the general education core adopted by the college. One measure being developed to assess general education is a set of core general education competencies being developed by a faculty curriculum committee. Periodic surveys of faculty, students, and employers will provide additional assessment information on students' general education knowledge.

In addition to the set of core competencies, the college will compare results of the American College Testing Program's (ACT), Collegiate Assessment of Academic Proficiency, (CAAP) test to scores of students taking the ACT ASSET entry-test instrument to determine general education gains by students. ASSET is being administered to all students upon entry to the college. The CAAP was administered to all entering students in fall 1989 and will be administered in 1990-91 to those students again as they complete an academic program.

Project Cooperation

In the spring of 1989, the college was one of 11 community colleges nationwide invited to participate in a three-year outcomes assessment project entitled "Project Cooperation," sponsored by the National Council on Student Development, the National Council of Instructional Administrators, and the American College Testing Program (ACT). As a participating college, MTC committed to selecting a research design and using ACT instruments in our research. Following a series of discussions with various college constituencies, the project team identified the following series of research topics:

1. entry-exit testing relationships;
2. assessment of developmental studies program effectiveness;
3. transfer student outcomes;
4. cohort variables that contribute to the success of minority and at-risk students; and
5. the appropriateness of entry and exit testing for assessing student learning and development.

These research studies will provide data essential to the assessment process for several indicators of effectiveness.

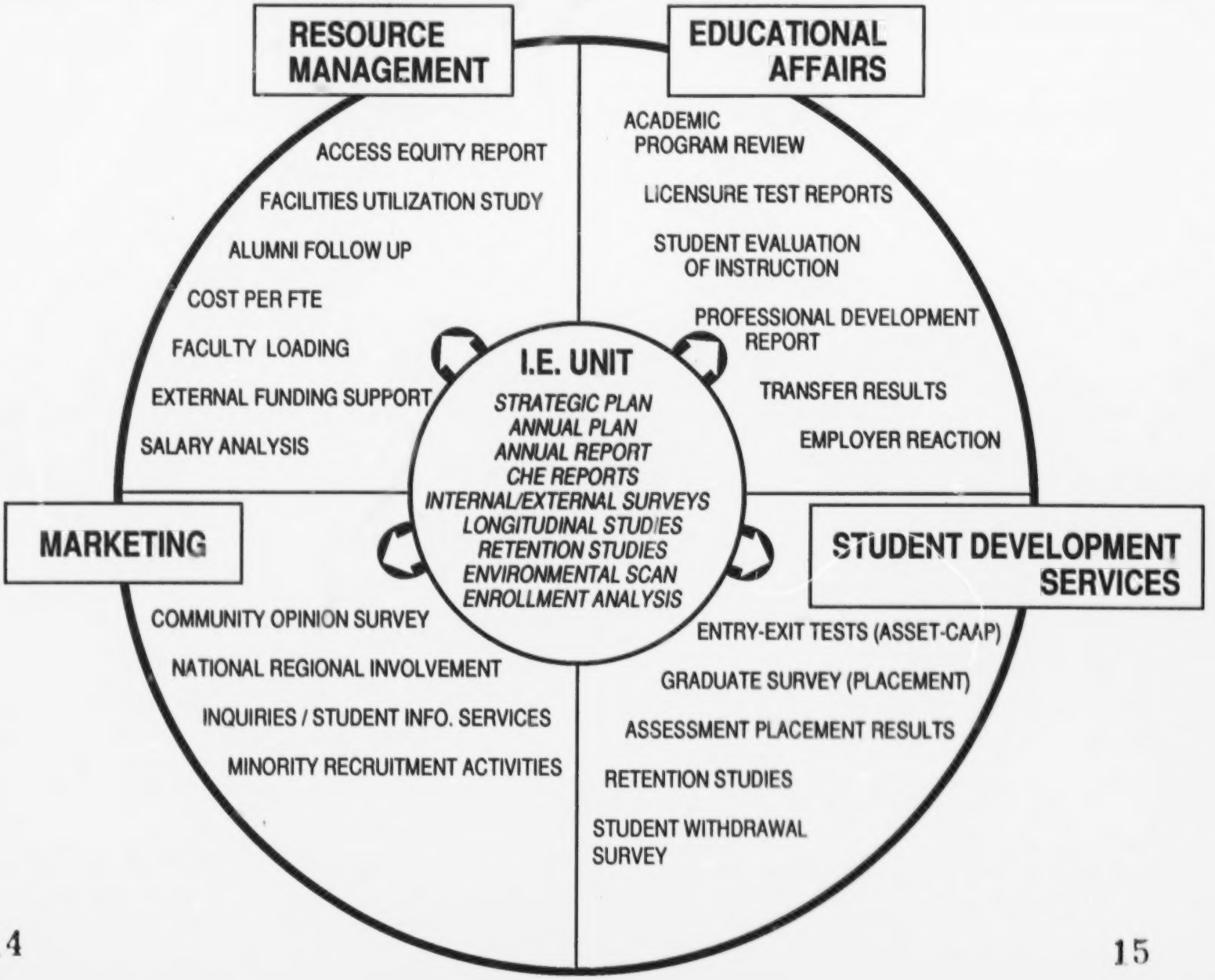
Post Graduation Satisfaction and Success

Activities and measures of this Critical Success Factor's effectiveness are being conducted throughout the college by appropriate units. The office of Research and Analysis reviews all surveys prior to distribution and assists with data tabulation and analysis. Graduate placement rates are monitored quarterly, along with graduate satisfaction with the college and its programs and services, and indicate excellent overall satisfaction and success of MTC graduates. A continuing student survey is administered every two years to determine students satisfaction with programs and services.

A transfer study is currently underway, under the direction of the Dean of Arts and Sciences, that is tracking the success of transfer students who are currently or have recently attended the University of South Carolina (USC). The study is comparing Midlands students and entering students by transcripts. It is comparing how the student performed by specific courses at MTC and USC. The first report of study results is anticipated in the summer of 1990.

Operationalizing Institutional Effectiveness

In 1989, in order to provide an administrative structure for the institutional effectiveness program, the President formed an Institutional Effectiveness Unit, named an Associate Vice President for Institutional Effectiveness, and created an internal institutional effectiveness committee. However, the collection of information that will provide the data needed to determine the college's performance against a given standard is not assigned to a single person or unit. Assessment studies and data collection has been decentralized and delegated to the division or department with the best access to the information or with the knowledge, staff, or resources to conduct the data gathering activity. As the diagram on page 12 illustrates, all divisions of the college are involved in assessment activities, with the institutional effectiveness unit providing coordination and tracking of assessment activities to avoid duplication of efforts. In operationalizing institutional effectiveness, the college followed seven basic steps which are listed on page 13.


RESOURCE MANAGEMENT
EDUCATIONAL AFFAIRS
ACCESS EQUITY REPORT
FACILITIES UTILIZATION STUDY
ALUMNI FOLLOW UP
COST PER FTE
FACULTY LOADING
EXTERNAL FUNDING SUPPORT
SALARY ANALYSIS
ACADEMIC PROGRAM REVIEW
LICENSURE TEST REPORTS
STUDENT EVALUATION OF INSTRUCTION
PROFESSIONAL DEVELOPMENT REPORT
TRANSFER RESULTS
EMPLOYER REACTION
I.E. UNIT
STRATEGIC PLAN
ANNUAL PLAN
ANNUAL REPORT
CHE REPORTS
INTERNAL/EXTERNAL SURVEYS
LONGITUDINAL STUDIES
RETENTION STUDIES
ENVIRONMENTAL SCAN
ENROLLMENT ANALYSIS
MARKETING
STUDENT DEVELOPMENT SERVICES
COMMUNITY OPINION SURVEY
NATIONAL REGIONAL INVOLVEMENT
INQUIRIES / STUDENT INFO. SERVICES
MINORITY RECRUITMENT ACTIVITIES
ENTRY-EXIT TESTS (ASSET-CAAP)
GRADUATE SURVEY (PLACEMENT)
ASSESSMENT PLACEMENT RESULTS
RETENTION STUDIES
STUDENT WITHDRAWAL SURVEY

1. Articulated its mission
2. Established a planning mechanism
3. Developed an evaluation system that tells us if "we are what we say we are"
4. Identified critical areas of success
5. Established priority standards upon which we will judge our effectiveness in the critical areas
6. Determined mechanisms for documenting if we met our established standards:
    * Hard data (enrollment reports, licensure test results, transfers' grades, assessment of majors, etc.)
    * Surveys (written, telephone, interviews)
    * Peer reviews
7. Utilized results of assessment for decision making

Before the college operationalized its effectiveness program, several policy and administrative issues were clarified, including:

1. support of the President and Board of Trustees;
2. linkage of assessment to college Mission;
3. involvement of all units of the college;
4. an emphasis on quality throughout the college, with assessment viewed as supporting quality decisions;
5. establishment of an organizational structure to monitor and report on effectiveness outcomes; and
6. a determination of how to pay for assessment activities.

SPECIAL ISSUES AND EMPHASIS IN 1990-91

In 1989-90, Midlands Technical College was designated as the lead institution for institutional effectiveness for the South Carolina technical college system. In addition, it received a third year of funding from the South Carolina Commission on Higher

Education to develop a model academic program assessment system and to provide leadership to the technical system for faculty development, evaluation of developmental education programs, and dissemination of exemplary methodologies, products, and practices in instruction.

The college also received a grant from the American Association of Community and Junior Colleges and the Kellogg Foundation to serve as a Beacon College for 1990-92 for the development and replication of assessment methodologies and development of institutional effectiveness programs throughout South Carolina's technical college system.

SUMMARY

Midlands Technical College has determined that institutional effectiveness activities will become routine throughout the college and that they will keep the college focused on its students and its Vision for Excellence. In responding to these policy issues and implementing a college-wide institutional effective program, based upon the identification of Critical Success Factors and Indicators of Effectiveness, Midlands Technical College is ensuring that effectiveness becomes institutionalized and that those making decisions on the future of the college and its programs and services make their decisions based upon the best information available. The college is convinced the institutional effectiveness process improves teaching and learning, resulting in the desired institutional effectiveness product--student success.

APPENDIX

Situational Effectiveness

A college that is serious about assessment should look at its mission and decide which educational outcomes fit that mission.

The wrong approach is to measure everything that moves or to measure what someone else says is important.

SOURCE: Peter Ewell quoted in "The Chronical of Higher Education," February 1, 1989.

Statement of Mission

Midlands Technical College is a comprehensive, public, two-year community college serving the Central Midlands of South Carolina. College programs and services provide accessible, affordable, high quality post secondary education that prepares students to enter the job market, allows them to transfer to senior colleges and universities, or assists them in achieving their professional and personal goals. Through its programs and services, the college delivers higher education opportunities equitably to citizens of the Central Midlands and supports the economic growth of the region.

Role and Scope

The college seeks to implement its mission through a clearly defined set of programs and services, including:

College-Level Credit Programs. The college offers credit programs leading to associate degrees, diplomas, and certificates in technical and occupational fields. The college also offers Associate of Arts and Associate in Science degrees for transfer to four-year colleges.

Continuing Education Programs. The college provides professional occupational development to individuals, business, government, health agencies, and industry. The college also offers a variety of non-credit activities for personal enhancement.

Student Development Services. The college offers many developmental services for students. These services guide students and prospective students in their selection of career paths, assist them in the transition into higher education, maximize their chances for success, and enhance their potential for personal and educational growth.

Economic Development Programs. The college promotes the economic development of the region through close cooperation with area business and industry, including offering programs in start-up training for new and developing industries.

Access and Equity Services. The college provides special recruitment, counseling, and evaluation services which increase access and equity for minority students and students not historically served by higher education. The college also assists underprepared students in developing skills necessary to enter college-level programs.

Values

Midlands Technical College serves students. We respect the diversity of our student body and recognize the worth and potential of each student. Further, we acknowledge that students can best be served in a college environment that recognizes the importance and contribution of each faculty and staff member, who collectively create a positive, synergistic learning environment. Faculty, staff and students should have the opportunity to enhance their potential for purposeful, gratifying and productive lives. Therefore, the college affirms the following values and beliefs in an effort to guide the environment of the college for the benefit of students, employees and the community.

- *Commitment to Students*

  Belief in the priority of providing the finest instructional resources and support services to enhance the growth and development of our students.

- *Commitment to Access*

  Belief that the programs and services of the college should be equally accessible to all, and that particular care must be taken to ensure accessibility to minority and disadvantaged students, recognizing that the college's faculty and staff serve as role models and enhance the success of every student.

- *Excellence in Education*

  Commitment to high standards, which are demonstrated through quality educational programs and student-centered support services.

- *Contr ution to Community*

  Recog on of the importance of enhancing the economic vitality and quality of life for all citizens of the Central Midlands.

- *Quality Work Environment*

  Recognition of the importance of faculty and staff through open, honest communications, appropriate involvement in planning and decision-making, encouragement of responsible and creative risk-taking, recognition and reward of exceptional performance and provision for professional development.

Critical Success Factors

- Accessible, Comprehensive Programs of High Quality
- Student Satisfaction and Retention
- Post Education Satisfaction and Success
- Economic Development and Community Involvement
- Sound, Effective Resource Management
- Dynamic Organizational involvement and Development

CSF-A: ACCESSIBLE, COMPREHENSIVE PROGRAMS OF HIGH QUALITY

INDICATOR:

Evaluation of Academic Programs/Success of Developmental Studies Students

DEFINITION:

Developmental Studies programs effectively remediate underprepared students for success within their program curriculum. These students will be retained and meet their goals at a rate comparable to students who require no remediation.

PERFORMANCE STANDARD:

The percentage of full or one-half time DVS students who are retained to completion of their career goals will be equal to the retention rate of students enrolled in traditional curriculum.

PROCESS:

A longitudinal study of DVS students revealed a 40-50% retention rate, with 50-75% of DVS students achieving at levels comparable with non-DVS students.

ACTIONS/RESULTS:

Leadership Change

DVS Curriculum Review

Closer cooperation on exit competencies from DVS English to college-level English

Repeat of longitudinal study with some results due in 1990-91

CSF-A: ACCESSIBLE COMPREHENSIVE PROGRAMS OF HIGH QUALITY

INDICATOR:

Assessment of Academic Major

DEFINITION:

The assessment of academic majors will determine the degree to which students master specialized knowledge and skills leading to employment in their field or discipline and/or success in a transfer senior-level program.

PERFORMANCE STANDARDS:

1. Students, graduates, and employers of graduates of academic programs under review will evaluate those programs as satisfactory or very satisfactory.
2. Student success on licensure exams will equal or exceed state and national norms for those exams.
3. Standards for student mastery of core competencies to be developed.

PROCESS:

Example: Review of certification results in Dental Hygiene and Radiologic Technology

Careful review of certification test results (1988) for overall pass rates and areas of weakness showed lower pass rates than expected in Dental Hygiene and weaknesses in areas of pathology and pharmacology.

Even though pass rates in Radiology were 100%, weaknesses in radiation protection and patient care were cited.

ACTIONS/RESULTS:

The Dental Hygiene program added didactic material on pathology and extended a clinical setting on pharmacology.

The Radiology program added material on radiation safety and patient care.

Dental Hygiene 1989 pass rate was 95%.

Radiology 1990 pass rate was 100%.

CSF-A: ACCESSIBLE, COMPREHENSIVE PROGRAMS OF HIGH QUALITY

INDICATOR:

Assessment of the Academic Major

PROCESS:

Example: Machine Tool Technology

* DACUM--Seminar identified need for added curriculum elements such as plastics, robotics, and increased integration of curriculum.
* Program Review assessed placement, alumni satisfaction, retention, etc.; data indicated need for increased marketing.
* Input from major industries and vendors (Digital, IBM) showed need for modest computer integrated manufacturing.

ACTIONS/RESULTS:

* Obtained special funding--IBM-CIM Partner, Digital Grant, SMTC Site for NIST Technology Transfer, Title III
* Curriculum in plastics, robotics, CAD, etc. integrated into MIT, MET courses
* New showcase facilities developed
* Faculty received significant staff development and training
* Enrollment up 29% Fall '89
* Image of major enhanced
* Cooperation between MTC-USC and area industries improved
* Recommendations for improvements integrated into annual objectives

CSF - B: STUDENT SATISFACTION AND RETENTION

INDICATOR:

Student satisfaction with support services enhances student success and retention.

PROCESS:

Student withdrawal survey data; meetings with students, faculty, executive staff, and student development staff. Follow-up assessment of changes in the withdrawal process with faculty, students, and analysis of student withdrawal data.

Input from faculty indicated that the withdrawal process was sometimes disruptive to the instructional process.

Input from faculty, staff, and students indicated student dissatisfaction with the current process.

RESULTS:

The college changed the student withdrawal process.

The process has been streamlined to allow students to self-initiate withdrawals without counselor or advisor signatures.

Interviews with 100 students after the change indicated 100% satisfaction with the change.

Interviews with SDS staff indicated less frustration by students desiring to withdraw. Faculty council members approved change and desired to continue with the new process.

CSF-C: STUDENT SATISFACTION AND RETENTION

INDICATOR: Student Satisfaction with Services

DEFINITION: Students will evaluate the college's ability to effectively provide appropriate services in areas such as: admissions, registration, academic advisement and placement, financial aid, library services, counseling and career services, food services, and student life. The evaluations will consist of a continuing student survey administered to a sample student group every two years, surveys of current students in programs undergoing academic program review, and surveys of alumni.

PERFORMANCE STANDARD: The percentage of any survey group evaluating student services at MTC as satisfactory or better will equal or exceed 80%.

PROCESS:

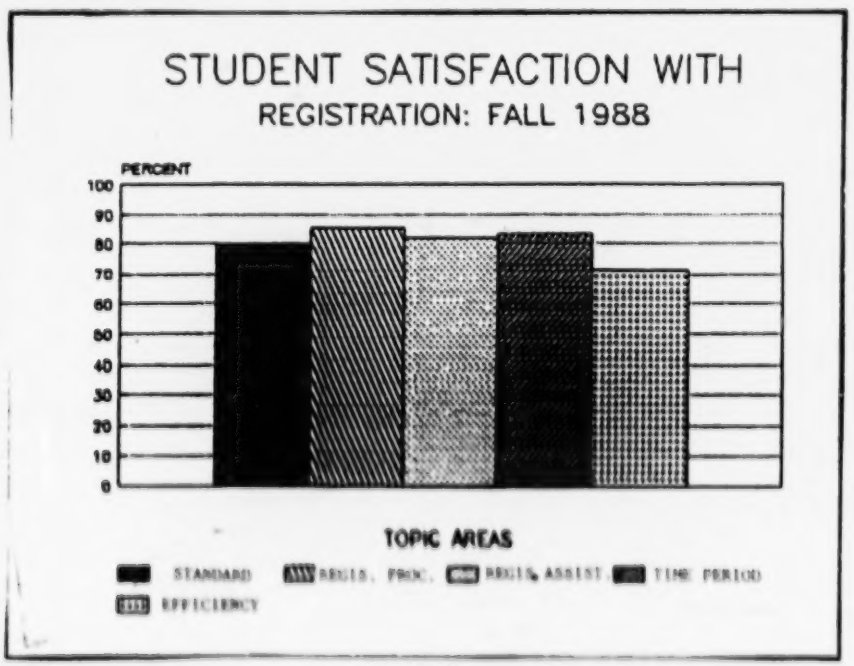
1. A 1988 survey of continuing students revealed that 71% of the students rated the efficiency of the registration process as satisfactory or very satisfactory.

2. College enrollment grew by 31.2% from fall 1987 to fall 1989, increasing the strain on the registration process.

3. Monitoring of the enrollment process indicated there were problems with the current registration system. This was confirmed by the Faculty Council and Education Affairs Council.

ACTIONS/RESULTS:

1. The registration process was significantly changed.



CSF-C: POST EDUCATION SATISFACTION AND SUCCESS

INDICATOR:

Success of Transfer Students

PROCESS:

Example: Transfer to the University of South Carolina

* Cooperative transcript analysis of 610 former MTC students who took at least 50 quarter hours at MTC, and had at least 40 semester hours at USC

* In depth follow-up and analysis of GPA by demographic variables as well as course comparisons

* Dissemination of data for verification and understanding

ACTIONS/RESULTS:

* Shared results that average MTC Student's GPA was 2.6 at USC

* Agreed with USC to share more information--especially on course to cause success

* Praise and celebrations for faculty

CSF - F: DYNAMIC ORGANIZATIONAL INVOLVEMENT AND DEVELOPMENT

INDICATOR:

Faculty and staff participation in the identification and resolution of organizational barriers to excellence will have a positive impact on the organizational environment.

PROCESS:

Approximately 60 faculty and staff will participate in a series of workshops designed to identify and eliminate barriers to excellence and to improve the quality of work environment.

ANTICIPATED RESULTS:

Improvement in the quality and services to students and community

A more rewarding and satisfying work environment

Improved mutual respect among divisions and units

SOURCES OF ASSESSMENT DATA

- ACADEMIC PROGRAM ASSESSMENT SYSTEM
- GENERAL EDUCATION REVIEW
- STUDENT SATISFACTION AND RETENTION STUDY
- PROJECT COOPERATION
- ALUMNI FOLLOW-UP STUDIES
- NORTHEAST CENTER TASK FORCE STUDY
- PROJECT TEAMWORK

USES OF ASSESSMENT RESULTS

- REVISE PLACEMENT, REGISTRATION, ADVISING, AND WITHDRAWAL PROCEDURES

- REVIEW AND REVISE CURRICULA

- EVALUATE PROGRAM EFFICIENCY AND EFFECTIVENESS

- MAKE DECISIONS REGARDING INTERNAL RESOURCE ALLOCATIONS/OBTAIN EXTERNAL RESOURCES

- MAKE DECISIONS ON RECRUITMENT AND MARKETING STRATEGIES

- PROVIDE INPUT FOR STRATEGIC AND OPERATIONAL PLANNING

- FLAG PROBLEMS AND/OR NEEDS

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